DOCUMENT RESUME

ED 131 429 CS 003 029

TITLE	Operation Prime Program (Central Junior High School), Title I Evaluation, 1973-76.
INSTITUTION	Granite School District, Salt Lake City, Utah.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	76
NOTE	57p.
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Individualized Instruction; *Remedial Mathematics; *Remedial Programs; *Remedial Reading; Remedial Reading Programs; Secondary Education; Student Motivation; Tests
IDENTIFIERS	Elementary Secondary Education Act Title I; ESEA Title I

ABSTRACT

This document consists of reports (for the 1973-1974, 1974-1975, and 1975-1976 school years) of an individualized reading and math program designed for secondary school students functioning below their grade level. The program involves a management system using flow charts, independent study, student motivation provided by free time in a reinforcing activity, tutoring when necessary, the recording of daily progress, and monetary rewards for excellence in work or behavior. The reports contain details on program costs, project activities, test scores, parent participation, and a 1975 follow-up study on Operation Prime students. (JM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED131429

TITLE I EVALUATION OPERATION PRIME PROGRAM

CENTRAL JUNIOR HIGH SCHOOL

1973-74
1974-75
1975-76

Granite School District
Salt Lake City, Utah

CS003029

TITLE I EVALUATION
OPERATION PRIME PROGRAM
CENTRAL JR. HIGH
1973-74

Report prepared by: Janice Petersen Date: June 10, 1974

Cost: $70,742.64
This includes salaries of four teachers, six aides, one teacher for one month, equipment, supplies, and student incentive program.

Cost per target student from Title I funds: $289.93
This figure is based on 244 individual students. These target students were in the program from one to three hours per day or 528 total hours per day. Based on pupil hours per day the cost was $133.98.

Project Objectives

1. 80% of the target students will raise decoding and fact comprehension skills in reading 1.0 years or more as indicated on the Nelson Reading Test.
2. 80% of the target students will compute correctly 80% of the 56 problems in the math computation section of the Stanford Diagnostic Arithmetic Test.
3. 80% of the target students will improve self-image and behavior through the use of individualization, behavior modification techniques and positive reinforcement as indicated by a follow-up evaluation by teachers of students who have left the program and a parent evaluation form.

Extent to Which Objectives Were Acheived

1. 77% raised decoding and comprehension skills 1.0 or more years.
2. 55% of the target students got 80% or more correct on the computation section of the Stanford Diagnostic Arithmetic Test. 70% of the target students got 70% or more correct.
3. On the teacher evaluation of students who had left Operation Prime 78% were listed as having acceptable behavior. 15% were listed as having unacceptable behavior and 7% were listed as suspended or extended absence.
   Of the parent evaluations of students in the program this year, 70% said their student experienced a positive change of attitude toward themselves, their ability to learn, and the school this year. 28% said there had been no observable attitude change. 2% reported a negative change of attitude toward themselves and school.

Student Screening and Scheduling

1. Test scores from the Stanford Achievement Test, Intermediate II administered in 6th grade April 1973 were used for screening.
2. Final scheduling was based on test scores of $1\frac{1}{2}$ years or more below grade level on the Nelson Reading Test or Stanford Diagnostic Arithmetic Test.

Participants

Grade	Boys	Girls	Total
7	80	67	147
8	69	26	95
9	2	0	2
		Total	244

Statistical Disposition of Enrollment:

204 students were in the reading program for one or two periods per day
- 18 transferred into Operation Prime for one to three terms and received pre and post tests
- 14 moved out of school area
- 9 transferred into the regular school program, special education program or Branch 2 program.
- 19 dropped out of school, i.e., suspended, D.T., excessive absences, etc.

144 were in the program full year.

146 students were in the math program one period per day.
- 14 students were in Operation Prime math for one, two or three terms and received pre and post tests.
- 10 received incomplete testing, i.e., suspended, moved, other programs, etc.

112 were in the program a full year.

Personnel

Number of persons supported by Title I funds:
- 4 teachers full time
- 1 teacher for one month
- 6 teacher aides full time

Parental Involvement

Check those areas in which parents were involved in the Title I Program.

_____ Planning phase

_____ Developmental phase

_X_ Volunteer workers

_X_ Evaluation phase

Central Parent Advisory Council met once each month from February to May and recommended the following changes:

1. Parents should be better informed concerning the goals and operation of the program, and what happens to the child when he leaves the program.
2. Parents should know in advance that their child is to be in the program.
3. PAC organized in May to begin functioning in September.

Description of the Program

Operation Prime is an individualized program using flow charts to break down a variety of materials into small units of work (5 to 15 minutes to complete.) The child is tested for placement and works independently ;with the help of a teacher and aide circulating the room. Students are paid for their work on a prearranged scale, with free time in a Reinforcing Event Room (a supervised area of independent activity.) They receive immediate pay-off and tutoring if necessary. Daily progress is recorded and periodic criterion reference tests are corrected by the teacher. Excellence in work or behavior is rewarded with SKINS which are redeemed for money.

In order to increase performance in task areas, special incentives are added throughout the year.

Incentive Money:

1971-72	$2113.22	
1972-73	$2142.23	
1973-74	$2123.40	
A.	Money for redeeming skins	$1350.65
B.	Bowling trips	
	Dec. 7 26 students	31.50
	April 5 41 students	50.00
C.	Pizza Party	
	Jan. 30 15 students	29.25
	Mar. 13 10 students	18.50
D.	Roller Skating	
	Oct. 25 78 students	39.00
	April 8 65 students	52.50
E.	A & W Trips	
	May 6 50 students	40.00
	May 15 15 students	12.00

Summary of Parent Evaluation Instrument

76 Parent evaluations of the program were returned

98% positive

2% negative

Negative comments included: a personality clash with an individual teacher, less free time, less emphasis on "material rewards", better program image (a baby class and making it so a student can take electives.

Positive comments included: individual attention, teachers' concern for child rather than class progress, child can progress at own rate, child can work at own level, the incentive program, the positive change in attitude and self-image, improvement of skills and learning desire.

(father):

I just think having a program to help the slow learning pupils is a very good thing. I was a slow person in school and I didn't finish!!!!

(mother):

She has made more progress this year than any other year. I think because of the incentive of money.

(mother):

This is the first year Terrie has really enjoyed school. She is more pleasant at home and can relax more instead of having such a struggle with homework.

(mother):

I would like to see more students involved in the program. I would like to see a campaign put forth to the parents to spread understanding of the program to them, thus showing them the need for this type of education.

Mother

I used to have to fight to get him to school and when they got him there he wouldn't work. But now he gets up and gets himself ready and is happy to go. I wanted him retained last year, but now I'm sure glad they wouldn't do it, because he loves school now and is working for the first time.

(substitute):

I think that it is a marvelous program which could be useful in many fields in education.

(Parent Advisory Council):

I know if it hadn't been for this program, Kent wouldn't be in school.

Recommendations

1. Letters sent out to parents of incoming students in August.
2. All students that need reading must be in Operation Prime two periods. One period is not effective in most cases.
3. New flow charts developed for math.
4. Operation Prime substituted for subjects in which student is failing rather than for his electives.

May 23, 1974

Dear Parents:

During this year _____ has been working in the Operation Prime program at Central, funded by Title I federal funds. You will be receiving a letter soon telling you what progress your student has made this year and his recommended placement for next year.

In order to better meet students' needs we wish to evaluate and make changes in the Program. Therefore, we need your opinion and suggestions on the following questions so we can do a better job.

1. Have you known your student was in a special program designed for those who need extra help with reading or math?

2. Do you feel the Operation Prime program has helped your student?

3. List the things you like best about the program:

4. List the things you like least or would like to see changed in the program.

5. Have you noticed any change in your student's attitude about school or about himself this year? (If the answer is yes, any comments will be helpful?)

6. Comments or suggestions that may behelpful in preparing for next year.

Sincerely yours,

Mrs. Janice Petersen
Project Director

Reading

The following data is based on 144 students:

Median gain:

Vocabulary	.8	Range 2.3 to 9.3
Comprehension	1.4	Range 2.0 to 9.7

Vocabulary	Percentage of 144
50 students made no gain to .4 years growth	34%
32 students made frrom .5 to 1 years growth	22%
52 students made from 1.1 to 2 years growth	36 %
10 students made from 2.1 to 3.5 years growth	7%

Comprehension	
33 students made no gain to .4 years growth	23%
33 students made from .5 to 1 years growth	23%
42 students made from 1.1 to 2 years growth	29%
26 students made from 2.1 to 3 years growth	19%
5 students made from 3.1 to 4 years growth	3%
5 students made from 4.1 to 5 years growth	3%

Math

The following data is based on 112 students:

Mean raw score:	Sept.	April	out of 56 problems
Computation	21.15	43.11	

130 students from the regular math program averaged 38.80 in April on the same test

95 students in Operation Prime Math averaged 12.66 out of 50 problems in the fraction section

93 students in the regular math program averaged 18.64 in the fraction section

Student GE Gain Analysis

AVERAGE MONTHLY GE GAIN	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
0 through .05							15	13					28
.06 through .10							13	7					20
.11 through .15							12	10					22
.15 and over							50	24					74
												GRAND TOTAL	144

See following page

Criterion-Referenced Test Results Summary:

Students completed with 80% accuracy an average of 1.5 tests per term involving 10 skills per test. Students tooktests after completing a unit of work in the flow chart. There appears to be a positive correlation between the number of CR tests completed and the GE gain on the Nelson Reading Test.

DETAILS OF STANDARDIZED ACHIEVEMENT TESTS

SKILL AREA	NAME OF TESTS AND SUB-TESTS USED	GRADE	TESTING	NO. OF STUDENTS TESTED	YEAR & MONTH TESTED	MEAN GR. EQUIVAL. SCORE	GRADE EQUIV. DIFFERENCE	AVERAGE MONTHLY GAIN SCORE
Reading	Nelson Reading Test Comprehension	7	PRE	90	Sept 73	4.1		
			POST	90	Apr. 74	5.6	1.5	.19
Reading	Nelson Reading Test Comprehension	8	PRE	54	Sept. 73	5.4		
			POST	54	Apr. 74	6.7	1.3	.16
Math	Sanford Diagnostic Arithmetic Test	7	PRE	68	Sept 73	21.10*		
			POST		April 74	42.62	21.53*	2.69*
Math	Computation	8	PRE	44	Sept 73	21.72*		
			POST	44	April 74	43.66	21.94*	2.74*

* Raw Scores are used since the test was given as a power test rather than a timed test and grade equivalent cannot be determined.

TITLE I EVALUATION
OPERATION PRIME PROGRAM
CENTRAL JR. HIGH
1974-75

Report prepared by. Janice Petersen Date: June 10, 1975

Cost:	Teacher Salaries	55,308.00	
	Aides Wages	16,681.00	
	Incentive Money	3,558.79	
	Transportation Cost	109.50	$7113.81
	Supplies	3,445.52	
	Total	$79,102.81	

Cost per target student from Title I funds: 329.59
This figure is based on 240 individual students; however, these target students were in the program from one to three periods per day which amounted to the equivalent of having 544 students.

Cost per pupil period: $145.41

Project Objectives

1. In reading 80% of target students will raise decoding and comprehension skills 1.0 years or more as indicated on the Nelson Reading Test.
2. In math 80% of target students will raise computation skills in whole number addition, subtraction, multiplication and division 1.0 years or more as indicated on the computation section of the Stanford Diagnostic Arithmetic Test.
3. 80% of target students will improve self-image and behavior through the use of individualization, behavior modification techniques and positive reinforcement as indicated by a parent evaluation form including questions concerning attitude.
4. 70% of target students of previous years who have left the Operation Prime Program but who are attending school at Granite High or Central Junior High will be functioning at a C level or better in English and Math programs in their respective schools as indicated by academic report marks and teacher evaluation.

Extent to Which Objectives Were Achieved

1. 78% raised decoding and comprehension skills 1.0 or more years.
2. 81% raised whole number addition, subtraction, multiplication and division computation 1.0 or more years.
3. 71% of those responding made positive comments concerning attitude change. 15% reported no noticeable attitude change. 14% made no comment. (See section on Parent Evaluation Forms)

4. 137 students are attending Central who have been in Operation Prime
   78% are functioning at a C level or better in English
   75% are functioning at a C level or better in Math.
   111 students are attending Granite who have been in Operation Prime
   72% are functioning at a C level or better in English
   52% are functioning at a C level or better in Math.

Student Screening and Scheduling

1. In March, test scores from Stanford Achievement Test, Intermediate II administered in 6th grade October 73 were used for screening of incoming seventh graders. Nelson Reading, (Form B) Stanford Diagnostic, were used for 8th graders.
2. Final scheduling in September 74 was based on test scores of $1\frac{1}{2}$ years or more below grade level on the Nelson Reading Test, Form A and Stanford Diagnostic Arithmetic Test, Form W.

Participants

Grade	Boys	Girls	Total
7	96	52	148
8	51	40	91
9	1		1
Total	148	92	240

Enrollment

Reading

187 enrolled in reading program 2 periods per day
3 enrolled in reading program 1 period per day
142 enrolled in program full year
16 enrolled 1-2-3 terms and received pre and post tests
23 moved
10 transfered to regular program, special education class, Branch, etc.
4 excessive absence.

Math

167 enrolled in math program 1 period per day
118 enrolled in program full year
26 enrolled 1-2-3 terms and received pre and post tests
19 moved
8 transfered to regular program, special education, Branch, etc.
2 excessive absence.

Personel

Number of persons paid by Title I funds
4 teachers 10 months
1 teacher 1 month
$6\frac{1}{2}$ aides $7\frac{1}{2}$ hours per day $9\frac{1}{2}$ months

Parental Involvement

Check those areas in which parents were involved in the Title I Program

X Planning phase
X Developmental phase
___ Volunteer workers
X Evaluation phase

Central Parent Advisory Council met on:

Oct. 23, 1974	6 council members
Nov. 21, 1974	6 council members
Jan. 16, 1975	6 council members
Feb. 20, 1975	5 council members
Mar. 20, 1975	3 council members
May 15, 1975	4 council members

Members: 5 members have children served by Operation Prime
Dr. Max Turner, principal
Janice Petersen, project director
Darlyn Frisk, Chairman
LaVenna Read, Vice-Chairman
Maxine Briehlt, Secretary
Shirley Heaps
Martha Turpin

Description of the Program

Operation Prime is an individualized math and reading program designed for students functioning below their grade level. The program involves a management system which uses flow charts to break down a variety of materials into small units of work (5 to 30 minutes to complete). The child is tested for placement and works independently with any needed assistance froma teacher and an aide circulating the room.

A motivation system is also incorporated into the program. Students are paid for their work, on a prearranged scale, with free time in a Reinforcing Event Room (a supervised area of independent activity). Students receive immediate pay-off and tutoring if necessary. Daily progress is recorded and periodic criterion-reference tests are corrected by the teacher. Excellence in work or behavior is rewarded with skins which are redeemed for money.

In order to increase performance in task areas, special incentives are added throughout the year.

Incentive money:

1971-72	$2113.22
1972-73	$2142.23
1973-74	$2123.40
1974-75	$2714.03

A. Money for redeeming skins		$2432.35
B. Bowling		
Jan. 28	19 students	21.60
C. Skating		
Oct 29	81 students	63.00
Apr. 14	77 students	57.00

D.	Chicken Feed		
	Nov. 27	61 students	$69.35
E.	Deseret Gym		
	Mar. 12	74 students	44.80
F.	Evening with Operation Prime		
	Feb. 20	198 parents & students	25.93

Recommendations

1. More district involvement in school parent advisory council. (Purpose, suggested topics for discussion, etc.)
2. Continue letters before school starts advising parents of students enrollment in the program.
3. Rewrite A and B flowchart. 43% of students working in this flow chart are making less than .9 years gain.
4. Write Unit Tests to replace Fountain-Valley Tests in Q-R-S Flow charts.
5. More involvement of teachers in RE Room.
6. More independent reading time and use of paperbacks.

TITLE I
JUNIOR HIGH SCHOOL READING PROGRAM
1974-75

Instrument: Iowa Silent Reading Test Level I

Pre-test Form E
Post-test Form F

Evaluation by Granite District Testing Service: LeRoy Urry

Evaluation by specific objective

School	N	Pretest	Posttest	Gain
I. Vocabulary				
Central Junior High	158	22%	37%	15%
II. Literal Comprehension				
A. Locate information and read accurately for explicit meaning or details, when the question is expressed in words identical with those in the passage.				
B. Locate information and read accurately for explicit meaning or details when the question is a paraphrase of an idea or information expressed in the passage.				
Central Junior High	158	30%	50%	20%
III. Reasoning Ability				
A. Perceive ideas or information implicit in a passage.				
B. See the relationship of ideas, i.e., grasp main thought, perceive manner of organization and sequence or hierachy of ideas.				
C. Anticipate, draw conclusions, and solve problems; derive generalizations or principles based on information contained in a passage.				
D. Derive the meaning of unfamiliar words from context.				
Central Junior High	158	23%	43%	20%
IV. Evaluate - Appreciate				
A. Distinguish fact from opinion.				
B. Evaluate supporting argumentation.				
C. Make comparisons and contrasts.				

D. Sense the intent or point of view of the author and detect bias.

E. Judge the mood or tone of a passage.

F. Recognize shadings of word meaning intended by the author.

G. Perceive literary devices, figures of speech etc., by which the author accomplishes his purpose.

H. Understand character, method of developing plot, etc.

Central Junior High	16%	44%	28%

CENTRAL JUNIOR HIGH SCHOOL
OPERATION PRIME

158 students - 105 7th graders
53 8th graders

ISRT Standard Scores	Pretest	Posttest	Growth	Average monthly GE Gain
Vocabulary	78	105	27	
Reading Comprehension	96	120	24	
Reading Power	82	109	27	

Grade Equivalents figured on seven months between pre and post tests:

Vocabulary	3.5	5.4	1.90	2.71
Reading Comprehension	3.5	5.4	1.90	2.71
Reading Power	3.3	5.2	1.90	2.71

DETAILS OF STANDARDIZED ACHIEVEMENT TESTS

Skill Area	Name of tests Subtests	Grade	Testing	Number of Students	Year Month	Mean Grade Equivalent	Grade Difference	Average Monthly Gain
Reading	Nelson Reading Test Comprehension	7	Pre	103	Sept. 74	4.2	1.6	.2
			Post	103	April 75	5.8		
Reading	Nelson Reading Test Comprehension	8	Pre	51	Sept. 74	4.6	1.0	.13
			Post	51	April 75	5.6		
Math	Stanford Diagnostic Arith. Computation	7	Pre	74	Sept. 74	4.4	2.2	.28
			Post	74	April 75	6.6		
Math	Stanford Diagnostic Arith. Computation	8	Pre	47	Sept. 74	4.4	1.4	.18
			Post	47	April 75	5.8		

STUDENT GRADE EQUIVALENT GAINS ANALYSIS

Average Monthly Grade Equivalent Gain	7th Grade	8th Grade	Total
Reading Comprehension			
.0 through .05	16	16	32
.06 through .10	23	11	34
.11 through .14	20	7	27
.15 through .19	13	5	18
.20 through .29	24	9	33
.30 through .50	7	3	10
			154
Math			
.0 through .05	2	8	10
.06 through .10	4	9	13
.11 through .14	13	14	27
.15 through .19	15	7	22
.20 through .29	26	8	34
.30 through .50	14	1	15
	74	47	121

Mean Gains

Vocabulary	.9	39% made from 1 year to 3.5 years growth
Comprehension	1.3	57% made from 1 year to 5 years growth
Math Whole Number Computation	1.8	80% made from 1 year to 5 years growth
Fractions	17 out of 50 problems correct	

1974-1975
FOLLOW-UP STUDY ON OPERATION PRIME STUDENTS

In September of 1974, 393 students had worked in Operation Prime. In January teachers were asked to evaluate the academic performance and citizenship of the list of students who had been in Operation Prime for one or more years. Percentages are based on the number of students reported in that subject.

CENTRAL JR. HIGH

There are 137 students at Central who have been in Operation Prime but are now in the classroom.

Grades	A	B	C	D	F
English (137)	5%	28%	45%	14%	8%
Math (109)	14%	28%	33%	19%	6%
Social Science (135)	1%	10%	50%	33%	6%
Science (63)	8%	18%	38%	22%	14%

GRANITE HIGH SCHOOL

There are 111 students in regular classes at Granite High who have been in Operation Prime.

Grades	A	B	C	D	F
English (111)	14%	27%	31%	23%	5%
Math (86)	5%	23%	24%	35%	13%
Social Science (111)	7%	20%	30%	28%	15%
Science (55)	4%	18%	30%	18%	11%

Citizenship percentages are based on total responses for English, Math, Social Science, and Science.

CENTRAL JR. HIGH

Superior Conduct	Well-behaved	Acceptable	Unacceptable	Absent Suspended
8%	33%	43%	11%	5%

GRANITE HIGH SCHOOL

Honor	Satisfactory	Needs Improvement	Unsatisfactory
9%	62%	20%	9%

For the following reasons, 145 students do not appear on Central or Granite rolls; moved from the area, in special programs (Boys Ranch, Branch and Master Academy), drop-out, runaway, marriage, death, and work permit.

PARENT EVALUATION

Parent Evaluation Forms were sent to the home of each student. 79 forms were returned completed or partially-completed.

The responses are as follows:

1. Have you known your student was in a special program?
   76 yes (96%) 3 no (4%)
2. Has Operation Prime helped your student?
   72 yes (93%) 5 no (6%) 2 Do not know (1%)
3. Have you noticed a change of attitude?
   54 yes (71%) 13 no (15%) 12 No comment (14%)

   Comments on change of attitude:

   21 More interested in school - likes school better - serious about learning.
   12 Happier - gets along better with others.
   13 More confident - realizes he can do things - feels successful.
   10 Improved attitude about reading and math.
   7 Improved skills in reading and math - understands.
   6 Pride in years accomplishments.

4. Things parents like best about Operation Prime.

   23 Students receive individual help.
   16 Incentive to work - reward for accomplishment.
   9 The teachers - student-teacher relationship - interest.
   8 Student works on own level.
   7 Student works at own speed.
   3 Builds self-confidence - sense of security.
   9 Progress made - work toward goal.
   2 Enthusiasm.
   22 Nothing
   1 each - Use of different materials, discipline, teacher-parent contact, work done at home not at school.

5. Things parents like least about Operation Prime.

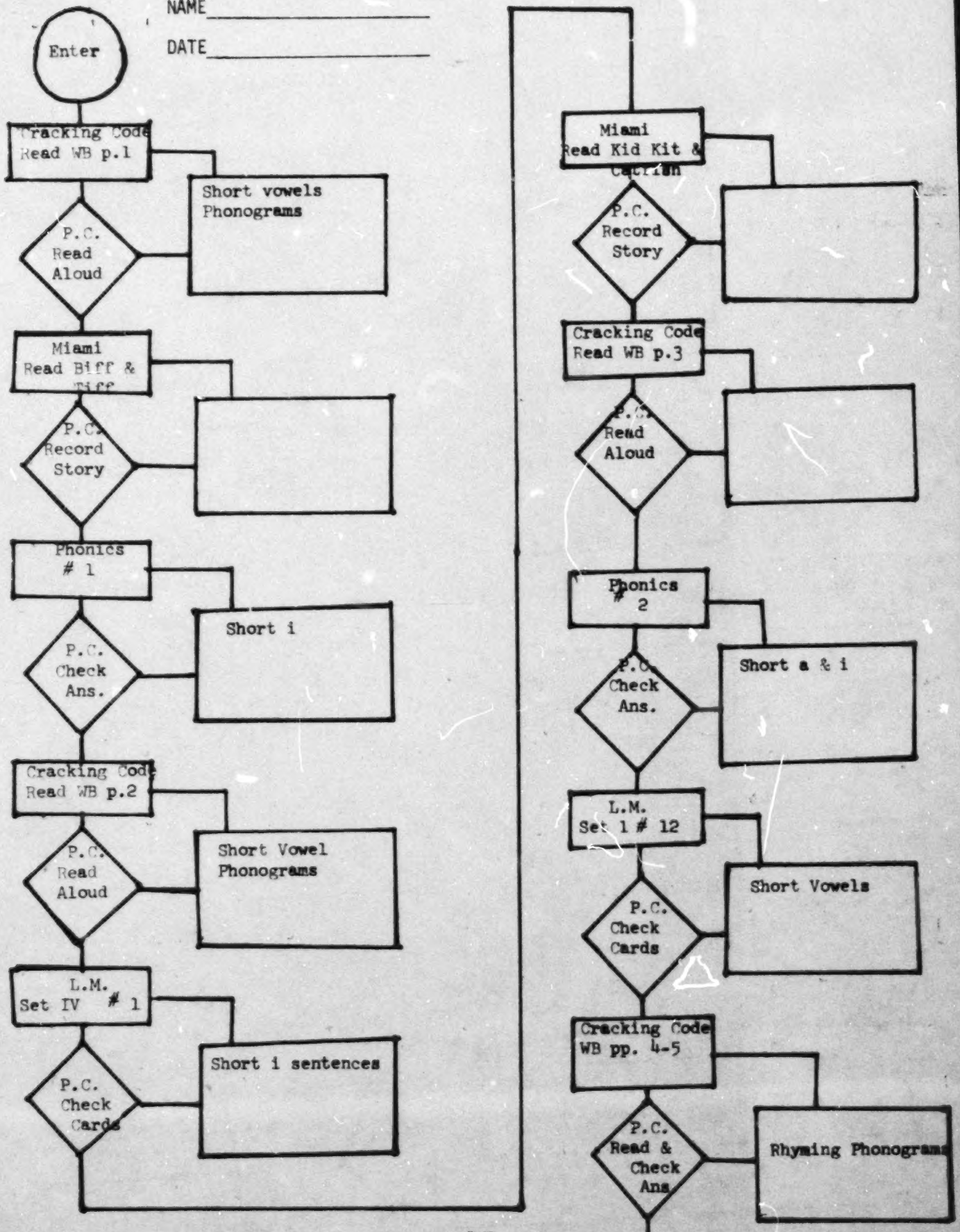
   52 No comment made.
   16 Nothing.
   4 Teacher or teacher's attitude.
   1 each - Too much free time, more understanding teachers, games for girls, more parent involvement, use of money.
   "Teachers of other classes expect too much, causing failure feelings which are defeating the purpose of Operation Prime from the outside." Mrs. Westergaard.

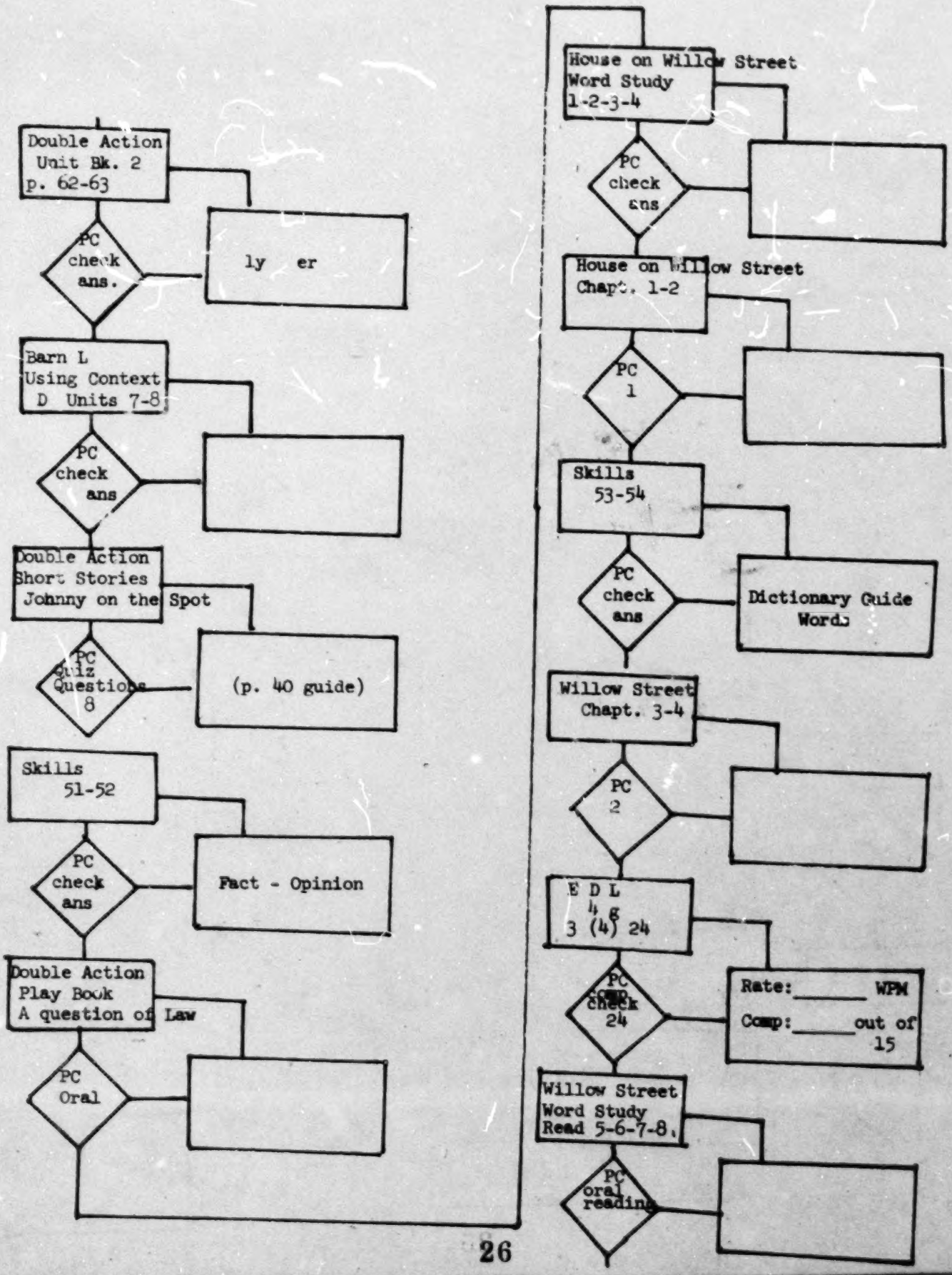
6. Suggestions

6 Keep up the good work
5 Homework
2 More activities and field trips
2 Teach parts of speech
1 each--Don't pay kids to work--Less time in RE Room--Less written work, more oral--Less sweet treats--More challenging playtime--More contracting, more math help, more phonics, less memorization.

NAME_____

DATE_____


Enter
Cracking Code Read WB p.1
Short vowels Phonograms
P.C. Read Aloud
Miami Read Biff & Tiff
P.C. Record Story
Phonics # 1
Short i
P.C. Check Ans.
Cracking Code Read WB p.2
Short Vowel Phonograms
P.C. Read Aloud
L.M. Set IV # 1
Short i sentences
P.C. Check Cards
Miami Read Kid Kit & Catfish
P.C. Record Story
Cracking Code Read WB p.3
P.C. Read Aloud
Phonics # 2
Short a & i
P.C. Check Ans.
L.M. Set 1 # 12
Short Vowels
P.C. Check Cards
Cracking Code WB pp. 4-5
Rhyming Phonograms
P.C. Read & Check Ans


Double Action Unit Bk. 2 p. 62-63
PC check ans.
ly er
Barn L Using Context D Units 7-8
PC check ans
Double Action Short Stories Johnny on the Spot
PC Quiz Questions 8
(p. 40 guide)
Skills 51-52
PC check ans
Fact - Opinion
Double Action Play Book A question of Law
PC Oral
House on Willow Street Word Study 1-2-3-4
PC check ans
House on Willow Street Chapt. 1-2
PC 1
Skills 53-54
PC check ans
Dictionary Guide Words
Willow Street Chapt. 3-4
PC 2
E D L 4 6 3 (4) 24
PC check 24
Rate: _____ WPM
Comp: _____ out of 15
Willow Street Word Study Read 5-6-7-8.
PC oral reading

OPERATION PRIME 19 75

During this year Tay Degraal has been working in the Operation Prime Program at Central, funded by Title I federal funds.

In order to better meet students needs, we wish to evaluate and make changes in the program. Therefore, we need your opinion and suggestions on the following questions so we can do a better job.

1. Have you known your student was in a special program designed for those who need extra help with reading or math?

   _____ yes _____ no

2. Do you feel the Operation Prime Program has helped your student?

   _____ yes _____ no

3. List the things you like best about the program.

   _____

   _____

4. List the things you like least or would like to see changed in the program.

   _____

   _____

5. Have you noticed any change in your student's attitude about school or about himself this year? (if the answer is yes, any comments will be helpful.)

   _____

   _____

6. Comments or suggestions that may be helpful in preparing for next year.

   _____

   _____

Your co-operation in filling out and returning this questionnaire will be appreciated.

Sincerely yours,

Janice P. Petersen

Mrs. Janice P. Petersen
Program Director

February 13, 1975

Dear Parents,

You and your student are cordially invited to attend

AN EVENING WITH OPERATION PRIME

Date: February 20, 1975

Place: Central Jr. High

Time: 7:00 to 9:00 p.m.

Operation Prime is a Title I Program in which your student is enrolled. It will affect his future. We would like you to know what services have been given in the past and what you can expect for the future. As a Parent Advisory Council, we will appreciate any suggestions you may have after seeing the program and the materials as your student explains those in which he is working. Refreshments will be served.

Sincerely,

Darlyn Frisk

Darlyn Frisk
Chairman, Parent Advisory Council

Please detach and return -

Your student will receive time and skins for returning this note and also for your attendance at this event.

☐ We will attend _____ (total number)

☐ We will not be able to attend

_____
Parent's Signature

February 20, 1975

An Evening With Operation Prime

Meeting opened at 7 PM in the Central Junior High Auditorium.

Conducting:	Mrs. Darlyn Frisk	PAC Chairman
Attending:	Chris Segura	Title I Director
	Dr. Max Turner	Principal
	Janice Petersen	Project Director
	LaVenna Read	PAC Vice Chairman
	Maxine Breinholt	PAC Secretary
	Ron Anderson	Teacher
	Carol Buckner	Teacher
	Patricia Ericksen	Teacher
	Vaughn Marietta	Teacher
	Loren Reynolds	Teacher

198 parents and children representing 79 different students or 36% of total Operation Prime enrollment.

Mrs. Frisk welcomed those attending and introduced Chris Segura and Dr. Max Turner. Mr. Segura spoke briefly and called for any questions. Dr. Turner welcomed guests and told of appreciation for the program.

The time was turned to Mrs. Petersen who explained the purpose for the program, the funding for the program, and the choices in classes that are available for students at the end of this year. She also told of success students are having in regular classes after leaving Operation Prime.

Meeting was then adjourned to classrooms where students showed their parents materials, flow charts, acheivements and how the program operates.

Refreshments were served in the RE Room. Slush was provided by Operation Prime and cookies by PAC members.

Students were paid 50 minutes on their time cards and 50 skins for an adult's attendance.

Meeting adjourned: 9:30 PM

GRANITE SCHOOL DISTRICT
CENTRAL JUNIOR HIGH SCHOOL
OPERATION PRIME

Dear Parents,

This year _____ has been enrolled in the Operation Prime Program designed for students needing special help in _____ reading.
_____ math.

Since we feel it is important for you to note your student's progress, we are enclosing the results of our recently completed testing. The average student is expected to make about one year's growth from September to May.

In the reading classes we used the Nelson Reading Test, which is a standardized test. The average growth for students in Operation Prime Reading was:

Vocabulary: 8 months
Comprehension: 1 year 3 months

Your student's scores were:

	Comprehension
September	_____ years _____ months
April	_____ years _____ months
Growth	_____ years _____ months

Vocabulary Growth: _____ years _____ months

I am recommending next year that your student be in:

- ☐ Operation Prime Reading and English
- ☐ 2S English - a transitional class for 8th graders
- ☐ 3S English - a transitional class for 9th graders
- ☐ Regular English

_____
Reading Teacher

TITLE I EVALUATION
OPERATION PRIME PROGRAM
1975-76

Report prepared by: Janice Petersen Date: June 10, 1976

Cost:		
	Teacher Salaries	$46,859.40
	Aide Wages	30,000.00
	Incentive Program	2,438.68
	Supplies	648.97
	Transportation Costs	90.00
		$80,037.05

Cost per target student based on 247 students enrolled this year in Operation Prime:

$324.04

Cost per student period based on 595 pupil hours per day since target students were enrolled in Prime from one to three periods per day:

$134.51

Project Objectives

1. In reading, 75% of target students will raise decoding and comprehension skills 1.0 years or more as indicated on the Nelson Reading Test.

2. In math, 75% of target students will raise computation skills in whole number addition, subtraction, multiplication and division 1.0 years more as indicated on the computation section of the Stanford Diagnostic Arithmetic Test.

3. 75% of target students will improve self-image and behavior through the use of individualization, behavior modification techniques and positive reinforcement as indicated by a parent evaluation form including questions concerning attitude.

4. 75% of target students of previous years who have left the Operation Prime program but who are attending school at Granite High or Central Junior High will be functioning at a C level or better in English and math programs in their respective school as indicated by academic report marks.

Extent to Which Objectives Were Achieved

1. 61% raised decoding and comprehension skills 1.0 or more years.

2. 71% raised whole number addition, subtraction, multiplication and division computation 1.0 or more years.

3. 60% of those responding to the evaluation form noticed a positive attitude change and all but one parent attributed it to Operation Prime. 34% noticed no attitude change. 6% noticed a negative attitude change. Only one parent, however, attributed that change

to Operation Prime. Others cited family and personal problems or did not know the cause. (See section on Parent Evaluation)

4. 128 students are attending Central who have been in Operation Prime.
   79% are functioning at a C level or better in English.
   82% are functioning at a C level or better in Math.

   173 students are attending Granite High School who have been in Operation Prime.
   74% are functioning at a C level or better in English.
   63% are functioning at a C level or better in Math.
   (See section on Follow-up Study)

Student Screening and Scheduling

1. In March, 1975, test scores from Stanford Achievement Test, Intermediate II administered in the 6th grade, October 1974 were used for screening of incoming seventh graders. Nelson Reading (Form B) and Stanford Diagnostic Arithmetic Test (Form X) administered in April 1975 were used to screen eighth graders.

2. Final scheduling in September 1975 was based on test scores of 1½ or more years below grade level on the Nelson Reading Test (Form A) and Stanford Diagnostic Arithmetic Test (Form W).

Participants

Grade	Boys	Girls	Total	
7	82	63	145	(59%)
8	69	33	102	(41%)
Total	151	96	247	

Enrollment

143 enrolled in Prime 3 periods per day
62 enrolled in Prime 2 periods per day
42 enrolled in Prime 1 period per day

Reading

222 enrolled in reading and/or English
184 received pre and post testing
18 moved
4 transferred out of program
9 excessive absence
3 drop-out
4 entered too late for post testing

Math

197 enrolled in math
156 received pre and post testing
16 moved
11 transferred out of program

8 excessive absence
2 drop-out
4 entered too late for post testing

Personnel

Number of people paid by Title I funds

1 teacher 10 months
2 teachers 9½ months
1 teacher 2 weeks
2 teachers 1 week
7 aides 7½ hours per day 9¼ months

Parental Involvement

Central Parent Advisory Council were selected from an indication of a willingness to serve on a form sent out with each student in Operation Prime in September of 1975.

The following were members:

LaVenna Read	Chairman	Dr. Max Turner	Principal
Doreen Plott	Vice-Chairman	Janice Petersen	Project Director
Maxine Breinholt	Secretary	Mrs. Carl Templin	
Mary Montague		Evelyn Peck	
Alice Rowley		Gladys Woodmansee	
Ila Birrell			

Meetings were held on Nov. 20 and Dec. 11, 1975, Jan. 15, March 11, April 8 and May 13, 1976.

AN EVENING WITH OPERATION PRIME was held Jan. 22, 1976 at Central Junior High from 7:30 to 9:00 PM. 250 parents and students attended. 70 students were represented. A film explaining the program was shown, questions were answered and materials were shown to the parents by their student. (See section on Parent Participation)

Description of the Program

Operation Prime is an individualized reading and math program designed for students functioning below their grade level. Designated students at Central are registered into a basic systems approach program for reading, English, and math. A two-period block of time--one period taught by a Title I reading teacher, and one period taught by an English teacher from the school staff assisted by the Title I project director--will be used for reading-language instruction. A one-period block of time--taught by a school staff math teacher--will be used for math instruction.

The program involves a management system which used flow charts to break down a variety of materials into small units of work (5 to 30 minutes to complete). The child is tested for placement and works independently with any needed assistance from a teacher and an aide circulating the room. A motivation system is also incorporated into the program. Students are paid for their work, on a prearranged scale, with free time in a reinforcing

Event Room (a supervised area of independent activity). Students receive immediate pay-off and tutoring if necessary. Daily progress is recorded and periodic criterion-reference tests are corrected by the teacher. Excellence in work or behavior is rewarded with skins which are redeemed for money.

In order to increase performance in task areas, special incentives are added throughout the year.

Incentive Money: $2,438.68

1.	Money for redeeming skins and time:			$2,151.35
2.	Field Trips:			
	Skating	Nov. 6	63 students	47.25
	Deseret Gym	Dec. 15	49 students	37.25
	Christmas Candy Sale	Dec. 21		42.70
	Bowling	Feb. 9	40 students	52.00
	Shakey's Pizza	May 7	32 students	63.88

Incentive Money used other years:

1971-72	$2,113.22
1972-73	$2,142.23
1973-74	$2,123.40
1974-75	$2,714.03

Recommendations

1. Rather than involvement of one teacher from the regular English staff, have all English teachers work in Prime at least one period per day. This should provide several benefits:
   a. More continuity between Prime and the English program.
   b. Better understanding of transitional classes by English teachers.
   c. Better class placement of students leaving Prime.
   d. More social acceptance and status for Prime students.
2. Rewrite A and B flow charts. 51% of students working in this flow chart are making less than .9 years growth.
3. Parent Suggestions:
   a. Everyone should be invited to district PAC meetings. "Do away with the luncheons and invite all who serve on school PAC as well as others who are interested."
   b. Have parent sessions for teaching parents how to work with their children.

TEST SCORES

DETAILS OF STANDARDIZED ACHIEVEMENT TESTS

Skill Area	Name of Test Subtests	Grade	Testing	Number of Students	Year Month	Mean Grade Equivalent	Grade Difference	Average Monthly Gain
Reading	Nelson Reading Test Comprehension	7	Pre	115	Sept. 75	4.0	1.4	.19
			Post	115	April 76	5.4		
Reading	Nelson Reading Test Comprehension	8	Pre	69	Sept. 75	4.7	1.1	.15
			Post	69	April 76	5.8		
Math	Stanford Diagnostic Arith. Computation	7	Pre	104	Oct. 75	4.5	1.3	.19
			Post	104	May 76	5.8		
Math	Stanford Diagnostic Arith. Computation	8	Pre	52	Oct. 75	4.5	.8	.11
			Post	52	May 76	5.3		

STUDENT GRADE EQUIVALENT GAINS ANALYSIS

Average Monthly Grade Equivalent Gain	7th Grade	8th Grade	Total
Reading Comprehension			
.0 through .05	31	21	52
.06 through .10	23	16	39
.11 through .14	18	9	27
.15 through .19	12	8	20
.20 through .29	21	12	33
.30 through .50	10	3	13
	115	69	184
Math			
.0 through .05	11	11	22
.06 through .10	15	15	30
.11 through .14	13	9	22
.15 through .19	27	9	36
.20 through .29	22	10	32
.30 through .50	14		14
	102	54	156

1975-76

VOCABULARY					COMPREHENSION				
Pre		Post		Gain	Pre		Post		Gain
33	5.5	44	6.5	1.0	23	4.5	29	5.3	.8
48	7.0	55	8.5	1.5	31	5.7	41	8.3	2.6
29	5.0	29	4.9	-.1	21	4.1	23	4.7	.6
35	5.7	42	6.2	.5	26	5.0	33	6.0	1.0
7	2.0	15	3.1	1.1	11	2.5	8	2.1	-.4
34	5.6	42	6.2	.6	25	4.8	35	6.5	1.7
34	5.6	26	4.7	-.9	22	4.3	27	5.1	.8
19	3.8	16	3.3	-.5	15	3.1	27	5.1	2.0
50	7.3	54	8.3	1.0	32	5.8	34	6.2	.4
34	5.6	46	6.9	1.3	27	5.21	33	6.0	.8
19	3.8	31	5.0	1.2	17	3.5	18	3.9	.4
41	6.3	48	7.3	1.0	31	5.7	32	5.7	0
42	6.3	50	7.6	1.3	24	4.7	34	6.2	1.5
27	4.8	34	5.3	.5	24	4.7	35	6.5	1.8
37	5.9	44	6.5	.6	31	5.7	36	6.9	1.2
36	5.8	39	5.8	0	24	4.7	26	5.0	.3
37	5.9	50	7.6	1.7	30	5.6	38	7.7	2.1
27	4.8	38	5.7	.9	26	5.0	34	6.2	1.2
58	8.7	58	9.0	.3	27	5.2	39	7.9	2.7
15	3.2	16	3.3	.1	8	2.1	15	3.3	1.2
4	BN	5	BN	0	5	BN	4	BN	0
31	5.3	36	5.4	.1	23	4.5	32	5.7	1.2
25	4.5	31	5.0	.5	18	3.7	21	4.5	.8
43	6.4	51	7.8	1.4	27	5.2	33	6.0	.8

VOCABULARY					COMPREHENSION				
Pre		Post		Gain	Pre		Post		Gain
34	5.6	39	5.8	.2	23	4.5	29	5.3	.8
30	5.2	32	5.1	-.1	19	3.8	20	4.3	.5
29	5.0	39	5.8	.8	30	5.6	28	5.2	-.4
20	3.9	8	2.1	-1.8	19	3.8	6	BN	-0
11	2.6	20	4.0	1.4	17	3.5	15	3.3	-.2
36	5.8	49	7.5	1.7	27	5.2	38	7.7	2.5
21	4.0	52	8.0	4.0	13	2.8	39	7.9	5.1
30	5.2	46	6.9	1.7	21	4.1	31	5.5	1.4
26	4.7	46	6.9	2.2	13	2.8	41	8.3	5.5
0	BN	33	5.2	2.2	14	3.0	14	3.1	.1
32	5.4	37	5.5	.1	23	4.5	28	5.2	.7
22	4.2	33	5.2	1.0	25	4.8	23	4.7	-.1
26	4.7	40	6.0	1.3	12	2.7	20	4.3	1.6
43	6.4	45	6.7	.3	27	5.2	41	8.3	3.1
43	6.4	45	6.7	.3	27	5.2	24	4.8	-.4
41	6.3	43	6.3	0	23	4.5	40	8.1	3.6
26	4.7	32	5.1	.4	1	BN	26	5.0	3.5
46	6.8	52	8.0	1.2	29	5.5	45	9.1	3.6
9	2.3	26	4.7	2.4	7	2.0	21	4.5	2.5
39	6.1	50	7.6	1.5	36	6.5	39	7.9	1.4
31	5.3	40	6.0	.7	19	3.8	28	5.2	1.4
37	5.9	45	6.7	.8	26	5.0	28	5.2	.2
45	6.7	49	7.5	.8	34	6.1	36	6.9	.8
38	6.0	47	7.1	1.1	20	4.0	23	4.7	.7
38	6.0	54	8.3	2.3	22	4.3	32	5.7	1.4

VOCABULARY					COMPREHENSION				
Pre		Post		Gain	Pre		Post		Gain
30	5.2	54	8.3	3.1	26	5.0	38	7.7	2.7
17	3.7	27	4.7	1.0	17	3.5	15	3.3	-.2
30	5.2	38	5.7	.5	32	5.8	36	6.9	1.1
15	3.2	30	5.0	1.8	8	2.1	13	3.0	.9
40	6.2	51	7.8	1.6	14	3.0	36	6.9	3.9
37	5.9	40	6.0	.1	31	5.7	36	6.9	1.2
20	3.9	29	4.9	1.0	13	2.8	17	3.7	.9
7	2.0	13	2.9	.9	11	2.5	11	2.6	.1
20	3.9	25	4.6	.7	15	3.1	17	3.7	.6
60	9.0	65	10.3	1.3	32	5.8	41	8.3	2.5
36	5.8	35	5.3	-.5	30	5.6	29	5.3	-.3
42	6.3	40	6.0	-.3	32	5.8	40	8.1	2.3
19	3.8	21	4.2	.4	3	BN	15	3.3	1.6
40	6.2	49	7.5	1.3	26	5.0	30	5.4	.4
47	6.9	55	8.5	1.6	37	6.8	45	9.1	2.3
37	5.9	45	6.7	.8	26	5.0	27	5.1	.1
20	3.9	20	4.0	.1	15	3.1	21	4.5	1.4
34	5.6	33	5.2	-.4	19	3.8	24	4.8	1.0
36	5.8	45	6.7	.9	26	5.0	32	5.7	.7
23	4.3	40	6.0	1.7	28	5.4	29	5.3	-.1
34	5.6	43	6.3	.7	26	5.0	33	6.0	1.0
56	8.3	62	9.7	1.4	31	5.7	32	5.7	0
31	5.3	28	4.8	-.5	20	4.0	32	5.7	1.7
22	4.2	32	5.1	.9	7	2.0	27	5.1	3.1
12	2.8	19	3.8	1.0	15	3.1	24	4.8	1.7
37	5.9	46	6.9	1.0	27	5.2	33	6.0	.8

VOCABULARY					COMPREHENSION				
Pre		Post		Gain	Pre		Post		Gain
9	2.3	23	4.4	2.1	6	BN	16	3.5	1.6
5	BN	9	2.3	.5	9	2.2	10	2.5	.3
34	5.6	47	7.1	1.5	28	5.4	36	6.9	1.5
47	6.9	54	8.3	1.4	7	2.0	36	6.9	4.9
23	4.3	27	4.7	.4	25	4.8	13	3.0	-1.8
44	6.5	52	8.0	1.5	30	5.6	41	8.3	2.7
41	6.3	44	6.5	.2	34	6.1	37	7.5	1.4
36	5.8	39	5.8	0	18	3.7	21	4.5	.8
36	5.8	50	7.6	1.8	25	4.8	32	5.7	.9
35	5.7	49	7.5	1.8	24	4.7	30	5.4	.7
39	6.1	35	5.3	-.8	30	5.6	29	5.3	-.3
23	4.3	28	4.8	.5	12	2.8	24	4.8	2.0
36	5.8	37	5.5	-.3	31	5.7	36	6.9	1.2
33	5.5	40	6.0	.4	21	4.1	27	5.1	1.0
25	4.5	25	4.6	.1	11	2.5	23	4.7	2.2
37	5.9	47	7.1	1.2	25	4.8	29	5.3	.5
31	5.3	49	7.5	2.2	30	5.6	30	5.4	-.2
20	3.9	25	4.6	.7	24	4.7	18	3.9	-.8
30	5.2	32	5.1	-.1	15	3.1	30	5.4	2.3
32	5.4	54	8.3	2.9	26	5.0	35	6.5	1.5
28	4.9	35	5.3	.4	24	4.7	27	5.1	.4
28	4.9	36	5.4	.5	11	2.5	25	4.9	2.4
18	3.7	20	4.0	.3	7	2.0	14	3.1	1.1
35	5.7	43	6.3	.6	27	5.2	27	5.1	-.1
4	BN	11	2.6	1.6	0	BN	20	4.3	4.3

VOCABULARY					COMPREHENSION				
Pre		Post		Gain	Pre		Post		Gain
41	6.3	56	8.6	2.3	23	4.5	31	5.5	1.0
42	6.2	45	6.7	.5	19	3.8	34	6.2	2.4
26	4.7	33	5.2	.5	19	3.8	19	4.1	.3
41	6.3	49	7.5	1.2	34	6.1	35	6.5	.4
34	5.6	33	5.2	-.4	30	5.6	30	5.4	-.2
26	4.7	34	5.3	.6	9	2.2	30	5.4	3.2
31	5.3	46	6.9	1.6	28	5.4	30	5.4	0
31	5.3	39	5.8	.5	20	4.0	25	4.9	.9
37	5.9	37	5.5	-.4	30	5.6	38	7.7	2.1
25	4.5	44	6.5	2.0	12	2.7	34	6.2	3.5
32	5.4	47	7.1	1.7	23	4.5	32	5.7	1.2
22	4.2	24	4.5	.3	20	4.0	21	4.5	.5
21	4.0	31	5.0	1.0	20	4.0	24	4.8	.8
38	6.0	50	7.6	1.6	26	5.0	28	5.2	.2
42	6.3	48	7.3	1.0	19	3.8	34	6.2	2.4
33	5.5	43	6.3	.8	24	4.7	31	5.5	.8
41	6.3	57	8.8	2.5	29	5.5	35	6.5	1.0
26	4.7	32	5.1	.4	18	3.7	29	5.3	1.6
34	5.6	43	6.3	.7	23	4.5	31	5.5	1.0
34	5.6	34	5.3	-.3	22	4.3	31	5.5	1.2
39	6.1	51	7.8	1.7	29	5.5	33	6.0	.5
45	6.7	55	8.5	1.8	31	5.7	34	6.2	.5
38	6.0	46	6.9	.9	21	4.1	24	4.8	.7
34	5.6	49	5.3	-.3	30	5.6	41	8.3	2.7
23	4.3	30	5.0	.7	18	3.7	23	4.7	1.0

	VOCABULARY				COMPREHENSION			
	Pre		Post	Gain	Pre		Post	Gain
	30	5.2	40 6.0	.8	25	4.8	31 5.5	.7
	40	6.2	47 7.1	.9	26	5.0	32 5.7	.7
	12	2.8	12 2.7	-.1	16	3.3	22 4.6	1.3
	38	6.0	51 7.8	1.8	24	4.7	35 6.5	1.8
	23	4.3	46 6.9	2.6	13	2.8	32 5.7	2.9
	30	5.2	44 6.5	1.3	24	4.7	32 5.7	1.0
	39	6.1	47 7.1	1.0	28	5.4	33 6.0	.6
5)	36	5.8	48 7.3	1.5	33	6.0	33 6.0	0
	39	6.1	46 6.9	.8	25	4.8	38 7.7	2.9
	29	5.0	31 5.0	0	24	4.7	23 4.7	0
	34	5.6	34 5.3	-.3	14	3.0	32 5.7	2.7
	37	5.9	38 5.7	-.2	27	5.2	31 5.5	.3
	31	5.3	38 5.7	.4	11	2.5	25 4.9	2.4
	44	6.5	45 6.7	.2	22	4.3	30 5.4	1.1
	39	6.1	38 5.7	-.4	15	3.1	24 4.8	1.7
	39	6.1	49 7.5	1.4	20	4.0	33 6.0	2.0
	28	4.9	40 6.0	1.1	22	4.3	22 4.6	.3
	28	4.9	40 6.0	1.1	27	5.2	30 5.4	.2
	26	4.7	39 5.8	1.1	30	5.6	38 7.7	2.1
	40	6.2	43 6.3	.1	28	5.4	32 5.7	.3
	41	6.3	46 6.9	.6	29	5.5	37 7.5	2.0
	38	6.0	48 7.3	1.3	30	5.6	36 6.9	1.3
	19	3.8	25 4.6	.8	9	2.2	21 4.5	2.3
	29	5.0	51 7.8	2.8	36	6.5	38 7.7	1.2
	38	6.0	45 6.7	.7	24	4.7	32 5.7	1.0

VOCABULARY					COMPREHENSION				
Pre		Post		Gain	Pre		Post		Gain
32	5.4	42	6.2	.8	24	4.7	34	6.2	1.5
31	5.3	34	5.3	0	25	4.8	28	5.2	.4
17	3.5	23	4.4	.9	15	3.1	26	5.0	1.9
9	2.3	17	3.5	1.2	9	2.2	13	3.0	.8
33	5.5	42	6.2	.7	25	4.8	22	4.6	-.2
27	4.8	37	5.5	.7	18	3.7	27	5.1	1.4
24	4.4	36	5.4	1.0	17	3.5	26	5.0	1.5
32	5.4	40	6.0	.6	21	4.1	24	4.8	.7
35	5.7	43	6.3	.6	32	5.8	39	7.9	2.1
29	5.0	42	6.2	1.2	19	3.8	20	4.3	.5
22	4.2	34	5.3	1.1	20	4.0	32	5.7	1.7
34	5.6	37	5.5	-.1	25	4.8	24	4.8	0
35	5.7	49	7.5	1.8	29	5.5	32	5.7	.2
23	4.3	34	5.3	1.0	17	3.5	23	4.7	1.2
33	5.5	37	5.5	0	24	4.7	25	4.9	.2
12	2.8	15	3.1	.3	8	2.1	19	4.1	2.0
17	3.5	21	4.2	.7	11	2.5	12	2.8	.3
34	5.6	46	6.9	1.3	29	5.5	45	9.1	3.6
41	6.3	51	7.8	1.5	30	5.6	40	8.1	2.5
45	6.7	48	7.3	.6	31	5.7	36	6.9	1.2
31	5.3	35	5.3	0	22	4.3	31	5.5	1.2
15	3.2	44	6.5	3.3	13	2.8	21	4.5	1.7
33	5.5	46	6.9	1.4	29	5.5	36	6.9	1.4
17	3.5	14	3.0	-.5	12	2.7	13	3.0	.3
36	5.8	36	5.4	-.4	24	4.7	35	6.5	1.8

VOCABULARY					COMPREHENSION				
Pre		Post		Gain	Pre		Post		Gain
40	6.2	50	7.6	1.4	14	3.0	29	5.3	2.3
26	4.7	32	5.1	.4	15	3.1	26	5.0	1.9
22	4.2	30	5.0	.8	20	4.0	26	5.0	1.0
40	6.2	43	6.3	.1	32	5.8	40	8.1	2.3
40	6.2	52	8.0	1.8	27	5.2	37	7.5	2.3
29	5.0	29	4.9	-.1	24	4.7	24	4.8	.1
20	3.9	36	5.4	1.5	20	4.0	26	5.0	1.0
33	5.5	41	6.1	.6	25	4.8	34	6.2	1.4
29	5.0	33	5.2	.2	17	3.5	25	4.9	1.4

STANFORD DIAGNOSTIC ARITHMETIC TEST
1975-76

Grade	Oct. 75		May 76		Gain
8	31	5.0	43	6.1	1.1
7	29	4.8	40	5.7	.9
8	5	3.2	6	3.2	0
7	26	4.6	46	6.5	1.9
7	11	3.6	7	3.3	-.3
7	40	5.7	56	12.6	6.9
7	23	4.4	37	5.4	1.0
7	13	3.7	23	4.4	.7
8	1	BN	5	3.2	.5
8	38	5.5	39	5.6	.1
7	33	5.1	54	9.5	4.4
8	3	3.0	13	3.7	.7
8	24	4.5	36	5.3	.8
7	23	4.4	39	5.6	1.2
7	37	5.4	56	12.6	7.2
7	29	4.8	38	5.5	.7
7	24	4.5	43	6.1	1.6
8	34	5.2	51	7.7	2.5
8	25	4.5	38	5.5	1.0
7	28	4.8	48	6.9	2.1
7	13	3.7	44	6.2	2.5
7	7	3.3	35	5.3	2.0
7	17	4.0	32	5.1	1.1
8	18	4.0	15	3.9	-.1
8	27	4.7	36	5.3	.6

7	14	4.0	49	7.2	3.2
7	33	5.1	42	5.9	.8
8	24	4.5	20	4.2	-.3
7	14	3.8	40	5.7	1.9
7	11	3.6	31	5.0	1.4
7	40	5.7	56	12.6	6.9
8	29	4.8	50	7.4	2.6
7	32	5.1	55	11.7	6.6
7	[illegible]	5.1	46	6.9	1.8
7	25	4.5	28	4.8	.3
7	1	B.N.	10	3.5	.7
7	9	3.4	22	4.4	1.0
8	27	4.7	37	5.4	.7
7	20	4.2	45	6.3	2.1
8	37	5.4	44	6.2	.8
8	22	4.4	32	5.1	.7
7	14	3.8	37	5.4	1.6
7	3	3.0	35	5.3	2.3
8	35	5.3	49	7.2	1.9
7	4	3.1	29	4.8	1.7
8	30	4.9	39	5.6	.7
7	33	5.1	54	9.5	4.4
7	30	4.9	37	5.4	.5
7	17	4.0	11	3.6	-.4
8	9	3.4	12	3.6	.2
7	45	6.3	55	11.7	5.4
7	27	4.7	48	6.9	2.2
7	29	4.8	48	6.9	2.1

7	8	3.4	26	4.6	1.2
7	26	4.6	44	6.2	1.6
7	18	4.0	42	5.9	1.9
7	15	3.9	44	6.2	2.3
7	16	3.9	32	5.1	1.2
7	30	4.9	56	12.6	7.7
7	32	5.1	46	6.5	1.4
7	0	BN	22	4.4	1.7
7	21	4.3	46	6.5	2.2
7	31	5.0	50	7.4	2.4
8	17	4.0	30	4.8	.8
8	36	5.3	49	7.2	1.9
8	22	4.4	44	6.2	1.8
7	40	5.7	49	7.2	1.5
8	24	4.5	43	6.1	1.6
7	25	4.5	44	6.2	1.7
7	44	6.2	55	11.7	5.5
7	29	4.8	50	7.4	2.6
7	35	5.3	45	6.3	1.0
7	31	5.0	51	7.7	2.7
7	25	4.5	43	6.1	1.6
7	43	6.1	49	7.2	1.1
8	21	4.3	42	5.9	1.6
7	32	5.1	44	6.2	1.1
7	24	4.5	56	12.6	8.1
7	41	5.8	49	7.2	1.4
7	47	6.7	48	6.9	.2
8	23	4.4	37	5.4	1.0

7	35	5.3	48	6.9	1.6
7	36	5.3	50	7.4	2.1
7	32	5.1	51	7.7	2.6
7	3	3.0	27	4.7	1.7
8	14	3.8	38	5.5	1.7
7	23	4.4	33	5.1	.7
8	26	4.6	47	6.7	2.1
7	13	3.7	37	5.4	1.7
7	33	5.1	49	7.2	2.1
7	6	3.2	29	4.8	1.6
7	33	5.1	50	7.4	2.3
8	41	5.8	48	6.9	1.1
7	12	3.6	21	4.3	.7
7	31	5.0	46	6.5	1.5
7	37	5.4	53	8.6	3.2
8	18	4.0	20	4.2	.2
7	13	3.7	16	3.9	.2
7	45	6.3	52	8.1	1.8
7	30	4.9	51	7.7	2.8
8	8	3.4	28	4.3	.9
7	24	4.5	50	7.4	2.9
8	28	4.8	27	4.7	-.1
8	10	3.5	23	4.4	.9
7	33	5.1	36	5.3	.2
8	33	5.1	51	7.7	2.6
3	39	5.6	48	6.9	1.3
7	2	BN	23	4.4	1.5
7	19	4.1	41	5.8	1.7

8	20	4.2	34	5.2	1.0
8	13	3.7	37	5.0	1.3
8	24	4.5	40	5.7	1.2
7	23	4.4	28	4.8	.4
7	6	3.2	28	4.8	1.6
7	31	5.0	48	6.9	1.9
7	35	5.3	46	6.5	1.2
7	22	4.4	37	5.4	1.0
8	30	4.9	51	7.5	2.6
8	17	4.0	29	4.8	.8
8	32	5.1	49	7.2	2.1
7	22	4.4	29	4.8	.4
7	45	6.3	56	12.7	6.4
7	30	4.9	32	5.1	.2
7	24	4.5	42	5.9	1.4
7	12	3.6	34	5.2	1.6
7	17	4.0	27	4.7	.7
7	38	5.5	47	6.7	1.2
7	35	5.3	55	11.7	6.4
7	18	4.0	40	5.7	1.7
7	30	4.9	43	6.1	1.2
8	15	3.9	35	5.3	1.4
8	40	5.7	52	8.1	2.4
7	37	5.4	51	7.7	2.3
7	16	3.9	38	5.5	1.6
8	30	4.9	44	6.2	1.3
7	26	4.6	43	6.1	1.5
8	15	3.9	44	5.8	1.9

8	33	5.1	48	6.8	1.7
8	29	4.8	43	6.1	1.3
7	39	5.6	51	7.7	2.1
7	20	4.2	31	5.0	.8
8	15	3.9	13	3.7	-.2
8	0	BN	14	3.8	.8
8	29	4.8	32	5.1	.3
7	38	5.5	49	7.2	1.7
8	36	5.3	52	8.1	2.8
7	17	4.0	45	6.3	2.3
7	40	5.7	52	8.1	2.4
7	2	BN	11	3.6	.7
7	11	3.6	15	3.9	.3
8	14	3.8	43	6.1	2.3
7	42	5.9	47	6.7	1.8
8	31	5.0	45	6.3	1.3
7	6	3.2	34	5.2	2.0
8	33	5.7	32	5.1	-.6
7	29	4.8	37	5.4	.6

1975-1976
FOLLOW-UP STUDY ON OPERATION PRIME STUDENTS

In September of 1975, 539 students had previously been enrolled in the Operation Prime program. Academic and citizenship grades of these students still attending Granite High School and Central Junior High were taken from cumulative records after the first semester. 301 students were reported. Percentages are based on the number of students registered in each subject.

CENTRAL JUNIOR HIGH

There were 128 students at Central who had been, but were not currently registered for Operation Prime.

Grades	A	B	C	D	F
English (128)	16%	41%	22%	16%	5%
Math (100)	12%	31%	39%	14%	4%
Soc. Sci. (127)	9%	12%	32%	30%	17%
Science (72)	6%	17%	37%	36%	4%

GRANITE HIGH SCHOOL

There were 173 students registered at Granite who had been in Operation Prime.

Grades	A	B	C	D	F
English (173)	10%	27%	37%	16%	10%
Math (108)	14%	19%	30%	20%	17%
Soc. Sci. (141)	2%	18%	30%	35%	15%
Science (78)	12%	13%	28%	37%	10%

Citizenship percentages are based on total responses for English, Math, Social Science, and Science.

Honor	Satisfactory	Needs Improvement	Unsatisfactory
Central			
11%	62%	23%	4%
Granite			
4%	65%	18%	13%

Of the 238 students not registered at Central or Granite: 116 unaccounted for, 26 Drop-out, 15 Married, 6 Work release programs, 8 Branch programs, 9 Alternative school, 51 moved or attending another high school, 3 Service, 1 State School, 3 Deceased.

PARENT EVALUATION

(Parent Evaluation Forms were sent to the home of each student. 91 forms were returned completed.)

We would like an evaluation of your feelings concerning Operation Prime and your child's participation in it. Please take a moment to check the appropriate boxes. We need your opinions and suggestions on the following questions. Your student will receive extra credit for returning the questionnaire.

1. Have you known your child was in a special program designed for those needing extra help in reading and/or math?

   Yes 85 No 1 No response 5

2. Do you feel Operation Prime has helped your student?

Reading		Math	
Yes	78	Yes	70
No	4	No	3
Undecided	4	Undecided	1

3. Have you noticed a change in your student's attitude concerning school or himself this year?

   His attitude is the same 30
   His attitude is improved 53
   His attitude has had a negative change 5

   All but one who indicated a positive attitude change attributed it at least in part to Operation Prime.

   Only one who indicated a negative attitude change attributed it to Operation Prime.

4. Do you think that any attitude change is because of Operation Prime?

   Yes 54 No 4

5. Please write below any comments or suggestions you wish to make.

   [redacted]: It's a fabulous, super great program. I want my daughter in it again. It is the very best thing that they have in school today.

   [redacted]: Cindy has really enjoyed school this year and from all the talk we heard about the RE room and teachers such as Mr. Anderson, Mrs. Petersen, Mrs. Buckner, Mrs. Rino and a Mr. Winski it must all had to do with Operation Prime. Thanks for teachers like you.

   [redacted]: Although Kim's attitude toward school in general has not changed I do feel that Operation Prime has been beneficial to her.

: Being mercenary, my son likes the idea of earning skins. He also liked to go down to the RE room. I think motivation in learning is important, especially for non-motivated people.

: I think Operation Prime has really helped Tammy alot. I am very thankful that she was able to have the extra help.

: Operation Prime is a great program and has helped my boy very much. Thank you.

: I think it is a wonderful program. Charlene has done a lot better in these classes. Thank you.

: As a parent, I'm sold on Operation Prime. I feel the program is well written to give proper direction and incentive to the individual student. Tracy has developed some habits of self-initiative and I feel he has a good foundation in reading and math. This will help him throughout his life. Thank you all.

: I think this program is real good. It should stay at the school.

): David now seems more sure of himself and his capabilities. I appreciate all the help he has received.

: My opinion is that they need more teaching like they receive in Operation Prime. The teachers are willing to work with the students instead of telling them to go sit down if they did not understand the subject that was their problem. James has enjoyed the class very much, even if he does not act like it.

January 15, 1976

Dear Parents,

You and your student are cordially invited to attend

AN EVENING WITH OPERATION PRIME

Date: January 22, 1976

Place: Central Junior High

Time: 7:30 to 9:00 p.m.

Operation Prime is a Title I Program in which your student is enrolled. It will affect his future. We would like you to know what services have been given in the past and what you can expect for the future. As a Parent Advisory Council, we will appreciate any suggestions you may have, after seeing the program and the materials as your student explains those in which he is working. Refreshments will be served.

Sincerely,

LaVenna Read

LaVenna Read, Chairman
Parent Advisory Council

Please detach and return

Your student will receive time and skins for returning this note and also for your attendance at this event.

☐ We will attend _____ (total number)

☐ We will not be able to attend

_____
Parent's Signature

1. What kinds of gains were made in Operation Prime in 1974-75?

Reading Out of 154 students who were in Prime for a full year:

32 made less than ½ year growth
34 made up to 1 year growth
45 made up to 2 years growth
33 made up to 3 years growth
10 made from 4 to 5 years growth

Math Out of 121 students who were in Prime for a full year:

10 made less than ½ year growth
13 made up to one year growth
49 made up to 2 years growth
34 made up to 3 years growth
15 made from 4 to 5 years growth

2. Do students have to take 7th and 8th grade English over? No

3. What classes are available to a student who leaves Prime?

Seventh Grade

English 1	Regular English	Math 1	Regular Math
English 1R	Operation Prime	Math 1R	Operation Prime

Eighth Grade

English 2	Regular English	Math 2	Regular Math
English 2S	Intermediate English	Math 2S	Intermediate Math
English 2R	Operation Prime	Math 2R	Operation Prime

Ninth Grade

English 3	Regular English	PreAlgebra	
English 3S	Intermediate English	Comsumer Math	
		Math 3S	Intermediate Math
		No math	

4. How well do students do when they leave Operation Prime?

In January of 1975 there were 137 students at Central who had been in Operation Prime but were then in regular classrooms. There were 111 students at Granite High who had been in Operation Prime.

	Grades	A	B	C	D	F
Central						
	English	7	38	62	19	11
	Math	15	31	35	21	7
	Social Science	1	13	68	45	8
	Science	5	11	24	14	9
Granite						
	English	15	30	34	24	8

GRANITE SCHOOL DISTRICT
CENTRAL JUNIOR HIGH SCHOOL
OPERATION PRIME

This year _____ has been enrolled in the Operation Prime program receiving special help in

____ reading. _____ math.

We feel that it is important for you to know how much progress your student has made; therefore, we are reporting the results of our recently completed testing. The average student is expected to make about one year's growth from September to May.

The Nelson Reading Test was used to assess reading gains. The average growth for all students in the program was:

Vocabulary: 9 months
Comprehension: 1 year 3 months

Your student's growth was:

Vocabulary: _____ years ____ months
Comprehension: _____ years ____ months.

This test indicates that your student is presently working at ____ grade reading level.

We are recommending that next year your student be enrolled in:

____ 2R Reading, Operation Prime
____ 2R English, Operation Prime
____ 2S English, transitional 8th grade
____ 3S English, transitional 9th grade
____ Regular English

The Stanford Diagnostic Arithmetic Test was used to assess growth in computation skills involving addition, subtraction, multiplication, and division. Most students also worked with fractions and decimals.

The average growth for all students in the program was ___ years ___ months.

Your student's growth was ___ years ___ months.

Your student is proficient in ____ addition, ____ subtraction, ___ multiplication, ___ division, _____ fractions, ___ decimals.

We are recommending placement next year in:

____ 2R Math, Operation Prime
____ Math 2, regular eight grade
____ 2S Math, transitional 8th grade
___ Consumer Math
___ Pre-Algebra

If you have any questions or concerns please call 487-7876 and ask for the Operation Prime Department.